Chapter 9, Questioner

1. In this chapter it explained the four problem structures. Did you find it confusing the way they pictured it in figure 9.1 and 9.7? Do you think there is a better way to describe and depict the structures?
2. What is the best way to show children in the classroom that there is several ways to represent a situation in an equation?
3. What is the big difference between Computational and Semantic forms of equations?
4. What grade level seems to be more realistic to use more story problems, and what grade to use more number problems, or should it even differ?
5. When teaching addition and subtraction, what model or hands on activity do you find to be most suitable? Multiplication and division?

Knowledge	3+4=7 is the same as 4+3=7. What property does that show?
Comprehension	What does the + sign mean, what does the - sign mean ?
Application	Add 5+4 using counters
Analysis	What counters or methods can you use to add or subtract?
Synthesis	Create and write down a story problem for subtraction, leaving out the answer.
Evaluation	Switch stories with a classmate and try to solve each other's problem.